



commission on peace officer standards and training



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EXECUTIVE SUMMARY

The mission of the California Commission on Peace Officer Standards and Training (POST) is to continually enhance the professionalism of California law enforcement. To accomplish this important responsibility, this strategic plan aligns POST's activities and priorities with the needs and expectations of POST's clients and partners. It provides direction for POST to achieve its mission, to develop future budget requests, and to set priorities. The plan provides guidance not only for "what" POST does, but also for "how" POST will accomplish its goals and objectives. POST's Vision, Mission, and Values also provide the context for POST as an organization and this Strategic Plan.

This plan, initially approved in 1997, is annually updated after extensive internal and external assessments. The plan contains three strategic goals and 48 objectives (of which 31 are new and 17 are returning from the previous plan) which are continuously reported upon as to implementation activities.

POST wishes to thank all those law enforcement and training professionals who dedicated their time and talents in providing input into the revisions included in this strategic plan.

Questions concerning this plan should be directed to Assistant Executive Director Hal Snow at (916) 227-2807.

KENNETH J. O'BRIEN Executive Director

moving in **bold** directions

POST'S VISION, MISSION AND VALUES

Vision To be the leading organization in establishing professional standards, assuring top-quality training, and providing effective services to develop and support the

world's finest peace officers and law enforcement organizations.

Mission The mission of the California Commission on Peace Officer Standards and Training

(POST) is to continually enhance the professionalism of California law enforcement in

serving its communities.

POST fulfills its mission through. . .

Cooperation, Advocacy, Advancing Professionalism, Exchanging Information,

Resource Stewardship

Values Central to our mission are the values that guide our work and decisions, and help

us contribute to the quality of programs and services we provide.

We value...

Service and Respect, Cooperation and Teamwork, Pride and Contribution,

Learning and Accountability, Innovation and Diversity, Communication and

Decision Making

moving in **bold** directions

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POSTStrategicPlan2004

goals and objectives

GOALS AND OBJECTIVES (Updated April 2004)

Goal A Raise the Bar on Selection and Training Standards

A.1 Establish personality assessment for entry-level selection. (7/06) (S&E)

Performance Measures

- Develop study design
- · Secure staff resources
- Develop a proposal based upon research
- Present recommendations to Commission
- **A.2** Review hours and frequency requirements of CPT. (6/05) (**TPS**)

Performance Measures

- Monitor hours of CPT accrued biennially by officers to determine current baseline
- Monitor other states' requirements
- Expand opportunities for attaining CPT credit (e.g., credit for teaching certified courses)
- · Conduct research on the impact of increasing hours
- **A.3** Research and develop physical abilities assessment for entrants into basic academies. (7/05) (**S&E**)

Performance Measures

- · Complete validation testing
- Seek Consortium review and support
- · Make recommendation to Commission
- A.4 Standardize skill testing for basic course. (7/06) (S&E)

Component I – Develop exercise tests for LD #33, Arrest and Control/Baton

- · Obtain management fellows to assist with field testing
- · Complete pilot study
- · Seek Consortium review and support
- Make recommendation to Commission

Component II - Develop exercise tests for LD #35, Firearms/Chemical Agents

Performance Measures

- · Complete analysis of conceptual elements in firearms skills
- Develop and pilot test a course of fire
- Seek Consortium review and support
- Make recommendations to Commission
- A.5 Establish and implement written policies for inspecting agencies. (1/06) (TDC)

Performance Measures

- Review and update current Compliance Inspection Manual including content, format and legal aspects as appendices
- · Place Manual on "G" drive for ease of use and updating
- A.6 Integrate basic academy and field training. (1/06) (BTB)

Performance Measures

- · Evaluate basic course curriculum
- Evaluate making workbooks accessible to field training officers
- · Develop strategy to training field training officers
- Implement problem-based learning into the training and evaluation processes for basic and field training
- A.7 Integrate leadership, ethics, and community policing into the hierarchy of POST-mandated courses. (1/07) (BTB/CLD)

Performance Measures

- Meet with SME and Steering Committees to review existing curriculum
- Identify components of leadership, ethics, and community policing
- Determine where components exist in current curriculum
- Develop a long-range plan to integrate components into curriculum
- Acquire necessary resources to implement plan
- A.8 Study the feasibility of mandating the Background Investigation Course. (1/06) (EO)

- · Identify background information, feasibility, and need
- Develop proposal if feasible
- Obtain direction from Commission

A.9 Study the feasibility of mandating a field training program for newly appointed supervisors and managers. (1/06) (**CLD**)

Performance Measures

- · Identify background information, feasibility, and need
- Develop proposal if feasible
- · Obtain direction from Commission
- **A.10** Develop a guideline manual describing the process for law enforcement to integrate POST's selection guidelines and standards. (1/07) (**S&E**)

Performance Measures

- Develop plan for creating integration document
- · Create draft document and seek field input
- Develop final document
- Make recommendation to Commission
- **A.11** Evaluate the effectiveness of pre-employment test batteries for law enforcement. (7/06) (**S&E**)

Performance Measures

- · Identify cognitive abilities and non-cognitive attributes
- Review available tests designed for pre-offer personality and cognitive assessment of peace officers
- Recommend a design for creating a pre-employment battery or for endorsing existing battery(ies)
- **A.12** Develop a personal history statement and background investigation manual for public safety dispatchers. (7/05) (**S&E**)

Performance Measures

- Distribute draft PHS-PHD for review
- Develop final documents
- Make recommendation to Commission
- **A.13** Study the feasibility of raising the entry-level education requirement above high school or GED. (7/06) (**S&E**)

- · Review available research
- · Develop proposal and seek field input
- · Make recommendation to Commission

A.14 Study the feasibility of raising the entry-level reading and writing requirement. (7/06) (**S&E**)

Performance Measures

- · Update writing component for existing test battery
- Coordinate effort with A.11
- Conduct pilot (if results suggest need)
- Make recommendation to Commission
- A.15 Require reading and writing testing for entry into basic academy. (12/07) (S&E)

Performance Measures

- Obtain field input into feasibility
- · Develop specific proposal
- Conduct pilot (if results suggest need)
- Make recommendation to Commission
- **A.16** Study feasibility of setting selection standards for selected non-sworn professional positions, i.e., records managers, dispatchers, evidence technicians. (12/07) (S&E)

Performance Measures

- · Obtain field input into feasibility and need
- Develop specific proposal
- Conduct pilot (if results suggest need)
- Make recommendation to Commission
- **A.17** Study alternative field training requirements for Level I reserve officers, including integration of academy instruction. (1/07) (BTB)

- Review existing Modular Format and Field Training requirements
- Meet with Reserve Officer and Field Training Committees for input
- · Survey the field regarding Level I field training needs
- · Consider pilot testing revised Level I field training

Goal B Improve Quality and Impact of Training

B.1 Complete an analysis of critical duties and competencies of field supervisors and managers. (1/06) (**\$&E**)

Performance Measures

- Conduct focus groups to develop job tasks
- Identify required knowledge, skills, and abilities
- Develop Job Analysis Report
- Make recommendation to Commission
- B.2 Simplify and expedite the course certification process. (7/05) (TDB/ISB/CSB)

Performance Measures

- Standardize course titles and course descriptions (both stand-alone and S&K Modules)
- Convert S&K Modules to stand-alone courses
- · Pilot test course certification process via the EDI system
- · Implement for statewide use
- **B.3** Establish instructor training and certification requirements. (7/06) (**TPS**)

Performance Measures

- Require instructors appointed to basic academies on or after July 1, 2006, to complete instructor training prior to instructing
- Increase the number of basic academies participating in the Academy Instructor Certificate Program
- Implement an automated system for tracking re-certification progress by individual instructors
- B.4 Implement an Internet-based testing system for basic academies. (1/05) (S&E)

- · Complete pilot test of software
- · Begin paper and pencil testing
- · Begin on-line testing
- · Implement full internet-based testing system wide

B.5 Review basic academy accreditation standards. (1/05) (BTB)

Performance Measures

- · Conduct research on other State academy accreditation
- Participate with organizations such as the Federal Law Enforcement Training Accreditation Task Force and IADLEST
- · Consult with field (academy presenters) and make recommendations
- **B.6** Secure the necessary resources to implement Basic Course Workbook update. (1/07) (**BTB**)

Performance Measures

- Develop a cycle for LD updates (yearly, every two years, every three years)
- · Determine update schedule based on the LD cycle
- · Identify a timely update process that adheres to update schedule
- Write BCB for additional staff, funds, and/or equipment
- Establish and maintain an ongoing contract with a vendor to track and document legislative updates affecting the workbooks
- Identify/acquire updated software that facilitates the workbook updating process
- **B.7** Study the curriculum quality and presentation methodology of POST's Management Course. (3/04) (**CLD**)

Performance Measures

- Update Instructor Guide content and methodology
- · Monitor presentations to ensure compliance
- · Report to Commission on results
- B.8 Integrate, where appropriate, adult-experiential learning techniques into all POST-mandated training (Basics, Supervisory, Management Courses, and FTO Courses) recognizing that a blend of multiple instructional methodologies may be most effective. (1/07) (BTB/CLD)

- Conduct research into adult and problem-based learning methodologies
- · Train POST staff and instructors
- Acquire a management fellow to manage training for basic academy instructors
- Monitor Supervisory and Management Courses
- Pilot the Police Training Officer Project

B.9 Establish specialized training facilities for ICI and other investigative training. (1/06) (**TPS**)

Performance Measures

- Survey the field for needs
- Identify potential site(s)
- Obtain support of Long Range Planning Committee and Commission
- Prepare a Budget Change Proposal
- B.10 Establish a "lessons learned from training" database. (1/06) (TPS/ISB/CSB)

Performance Measures

- Obtain instructor/SME input for identification of training methodologies
- Research capabilities and features of existing "lessons learned" or similar databases
- Design database
- Implement as site on POST website
- **B.11** Develop a training course evaluation system using the internet as a feedback vehicle to POST and training presenters. (6/06) (LTRC)

Performance Measures

- Place the existing course evaluation system online
- Pilot test the online course evaluation system for usability
- Redesign the questions used in the course evaluation data through the Electronic Data Information system
- Implement the revised online evaluation system
- Monitor online course evaluation system use and develop incentives to improve the quality and quantity of the evaluations
- **B.12** Implement a technology-based system for the delivery of digitally-produced and on-demand training videos to replace DVD's currently being mailed to agencies and training presenters. (1/05) (**TPS**)

- · Contract for study and develop RFP
- Submit budget change proposal for implementation
- · Issue RFP for system if funding is approved

B.13 Provide to POST's Regional Skills Training Centers, using special funding, updated driver training and force options simulators and program software. (7/04) (**TPS**)

Performance Measures

- Conduct field survey to determine equipment and software needs
- Meet with vendors and RSTC providers to design upgrade packages
- Provide proportionate funding to sites via established protocol
- **B.14** Study the feasibility of using distance learning (Internet) and related other technologies. (6/06) (LTRC)

Performance Measures

- Seek Commission approval of and secure funding for Internet hosting of two training courses including development of a learning portal and learning management system
- Develop a request for proposal and let a contract for the above listed work
- Deploy the two Internet courses and infrastructure
- Develop other Internet training as appropriate
- · Promote and support the use of Internet training
- Report on the Internet training experience
- **B.15** Develop strategy for succession planning, career planning, and mentoring to address the training impact of early retirements. (7/05) (**TPS**)

Performance Measures

- Assess present levels of employee tenure among agencies
- Assess fiscal impact on agencies to recruit replacements
- Assess capabilities of academies to process large numbers of replacement personnel
- Consider expansion of lateral transfer protocols
- · Create incentives to retain retirement-eligible employees
- Retain a research firm, upon approval of Commission, to conduct in-depth study of topic
- **B.16** Make available periodic training symposiums on emerging issues. (1/06) (**EO**)

- Identify topical areas representing potential needs
- · Seek funding support if needed
- Make assignments to appropriate POST bureau

B.17 Study the feasibility of offering a hierarchy of supervisory certificate program similar to the ICI program. (3/05) (**CLD**)

Performance Measures

- Research options and need with field input
- Develop recommendation(s)
- · Make recommendations to Commission
- **B.18** Develop a written protocol (guidelines) for course development and modification directed at the identification of instructional methodologies and core competencies. (4/05) (LTRC)

Performance Measures

- Review the existing "Course Development Guidelines" published by POST in January 2003
- Update and republish as necessary
- **B.19** Study the feasibility of developing competency testing that enables students to have shortened instructional hours. (9/05) (LTRC/S&E)

Performance Measures

- Review results from existing training that allows students to "test out" of topics and thus reduce instructional hours, e.g., the First Aid/CPR CD-ROM and the Communication CD-ROM course
- Monitor the results from the Internet version of the Communication course
- Query presenters and agencies regarding interest in using competencybased testing to reduce training hours as well as current or planned use of competency testing
- Explore technologies/software that would facilitate the development and deployment of competency-based testing
- Explore the development of pretests and blended learning activities for instructor-led training that would reduce the amount of instructional hours
- **B.20** Consider allowing non-POST certified training courses to satisfy CPT requirement (college, private provider, Caliber Press, taser, vendor-provided). (1/05) (**TDC**)

- Research current and past policies related to certifying these types of training courses
- · Research legal/regulation/legislative issues
- Develop proposed policy (if none exists)
- · Make recommendations to Commission

B.21 Review course certification requirements that would consider vendor-provided, less than lethal weapons training courses. (1/05) (**TDB**)

Performance Measures

- Research current and past policies related to certifying these types of training courses
- Research legal/regulation/legislative issues
- Develop proposed policy (if none exists)
- Make recommendations to Commission
- **B.22** Study the feasibility of seeking college credit for several POST training programs (ICI, SLI, MIDP, Command College). (1/05) (CLD)

- Research past history and practices
- · Obtain field input
- Develop alternatives and recommendations
- Make recommendations to Commission

Goal C Enhance POST's Services

C.1 Develop programs to enhance peace officer and dispatcher recruitment and retention. (7/05) (**TPS**)

Performance Measures

- Identify options available to POST
- Seek field input on these options
- · Develop implementation plan for options deemed feasible
- · Make recommendations to Commission
- **C.2** Assess the acceptability of POST's services. (1/05) (**E0**)

Performance Measures

- · Develop field survey questionnaire
- Survey POST's client agencies
- Evaluate and publish results
- Make recommendations to Commission
- C.3 Stabilize and increase POST's financial resources to match needs. (1/06) (EO)

Performance Measures

- Monitor proposed legislation and associated current events to identify opportunities
- · Seek out potential grant funding opportunities
- Provide orientations about the need for increased and stabilized POST funding for law enforcement training
- C.4 Seek authority to restore staff positions lost to budgetary reductions. (7/05) (ASB)

Performance Measures

- Submit conceptual BCP ideas to Commission
- Submit completed BCP's to Department of Finance
- Monitor status
- C.5 Assist law enforcement to identify best practices and develop guidelines for use of technology (e.g., records and CAD systems). (6/05) (ISB)

- Obtain input from National Law Enforcement and Corrections Technology Center
- Obtain field input identifying best practices and guidelines

- · Organize data
- Review from National Law Enforcement and Corrections Technology Center
- Implement in POST Clearinghouse
- **C.6** Study the feasibility of providing intermediate and advanced professional certificates for dispatchers. (1/07) (**EO/ISB**)

Performance Measures

- · Seek field input
- · Identify certificate criteria
- Seek fee charging authority (if need dictates)
- Modify certificate regulations
- Develop new certificates and revise protocols for issuance
- · Implement program
- **C.7** Study the feasibility of offering a master level (above advanced) professional certificate to peace officers. (1/07) (**EO/ISB**)

Performance Measures

- · Seek field input
- · Identify certificate criteria
- Seek fee charging authority (if need dictates)
- Modify certificate regulations
- · Develop new certificate and revise protocols for issuance
- Implement program
- **C.8** Study the POST reimbursement system to identify needed improvements. (7/05) (**ASB**)

- Establish a committee to review existing system
- · Develop a field survey
- · Evaluate survey results
- · Report upon any recommendations
- Make recommendations to Commission

POSTStrategicPlan2004

appendices **A**-**E**

APPENDIX A

AGENCY DESCRIPTION

Introduction

One of law enforcement's primary functions is to protect people and property. California's law enforcement officers are charged with carrying out this fundamental task. Members of law enforcement represent a tangible line between civilization and chaos. Officers are expected to confront violence, crime, and tragedy, with skill and courage, often in the face of great personal danger. Their skill, sensitivity, and ethics depend in large part on how carefully they are selected, the quality of their training, and the depth of their leadership skills. Today, California, with its diverse culture, requires peace officers with the highest qualifications.

The Commission's goal is to concentrate its services on the three ingredients believed to be most critical to effective law enforcement:

- Meeting the statewide need for consistent peace officer selection standards by developing and updating job-related selection standards.
- II. Assuring that California peace officers have access to appropriate training to acquire the skills, knowledge, attitudes and behaviors which are consistent with the requirements and expectations of professional competence associated with the job at each career and experience stage.
- III. Fostering and facilitating healthy and productive organizational environments in which officers work by providing a system of leadership development programs and offering management counseling services.

Commission

The Commission on POST is a state agency which was formally established in 1959. It consists of 15 members, 14 of whom are appointed by the Governor with the advice and consent of the Senate, for three-year, overlapping terms. Commissioners are selected to provide a balanced group of city and county administrators, law enforcement professionals, educators, and public members. The State Attorney General is a Commissioner by law.

The POST Advisory Committee is the Commission's "sounding board" and provides input on many of the Commission's complex issues. The Advisory Committee represents the major associations and organizations within California's law enforcement and training communities. Educators and public members also serve on the Committee.

The POST Commission establishes minimum selection and training standards, provides counseling on improving management practices, and provides financial assistance to agencies to support the training of their peace officers, dispatchers, and paraprofessional employees. Other major responsibilities include:

- Administering a professional certificate program for peace officers, reserves, dispatchers, and records supervisors;
- Incorporating instructional technology in training;
- Conducting feasibility studies regarding peace officer status;
- Developing training requirements for POST and statutory mandates;
- Providing testing services for certain training mandates, selection requirements, basic course equivalency requests, and requalifications;
- Making available relevant and high quality training;
- Ensuring adherence to POST's selection and training requirements.

Agency Participation

As provided for in Penal Code Section 13510, public entities employing enumerated peace officers and public safety dispatchers may participate in the POST program. Participation amounts to a form of contract. Participating agencies agree to abide by standards established by POST and, in turn, are eligible for financial assistance in training their personnel. Agencies and peace officer employees also become eligible to participate in the Commission's services and programs.

Eligible peace officers include city police officers, sheriffs and deputy sheriffs, reserve peace officers, marshals and deputy marshals, district attorney investigators, coroners and deputy coroners, police officers employed by a range of districts, and campus police officers of the University of California, California State University and Colleges, community colleges, and local school districts.

Agency participation includes:

- All 58 county sheriffs' departments;
- All 343 cities which maintain police departments;
- · All UC and CSU system campuses;
- District attorneys' offices; and
- · Other departments employing officers in a variety of categories.

By Commission regulation, state agencies, and certain local departments employing peace officers not covered within the statutory scope of the POST program, may participate without eligibility for funding. On this basis, all state agencies, and a variety of local departments employing peace officers, participate. They voluntarily subscribe to POST's minimum personnel selection and training standards. Officers employed by these agencies are eligible to participate in the Commission's professional certificate program. In all, over 627 agencies participate in the POST Program. These participating agencies employ over 75,000 full-time peace officers, 8,000 reserves, and 6,000 public safety dispatchers. A history of law enforcement employment, POST certificates, and POST training are maintained on most of these individuals.

Funding

The POST program is funded by the Peace Officer Training Fund (POTF), which receives monies from the State Penalty Assessment Fund. The fund receives monies from penalty assessments on criminal and traffic fines. Therefore, the POST program is financed primarily by persons who violate the laws that peace officers are trained to enforce.

APPENDIX B

INTERNAL/EXTERNAL ASSESSMENT SUMMARY

POST operates in a unique environment and with long-standing assumptions and key factors that have been carefully considered in the preparation of this plan. Some of these environmental conditions and basic assumptions include the following:

- The POST Program was established and continues to operate on the premise
 that professional law enforcement is a shared state and local responsibility.
 The state has an interest because peace officers derive their powers,
 standards, and the laws they enforce from the state. The state desires some
 measure of uniformity in enforcement.
- The POST Program is voluntary and an incentive-based program in that the law enforcement agencies that continuously meet its training and selection standards are entitled to benefits such as job-related assessment tools for use in selecting employees, professional certificates, management counseling services, relevant training, and training reimbursement.
- While POST was initially established for local law enforcement, it has been expanded to include state law enforcement agencies, school districts, and other special districts.
- The number of clients participating in the POST Program has grown rapidly
 in the last ten years and is expected to continue. More than 75,000 peace
 officers participate in the reimbursement program. More than 18,000 peace
 officers, primarily from State agencies, participate in the non-reimbursement
 specialized program. POST also sets standards for more than 8,000 reserve
 officers and 6,000 public safety dispatchers.
- In addition to implementing POST's training mandates, the Commission has responsibility for setting standards for over 30 legislative training mandates that must be continuously reviewed and updated.
- Because POST is recognized as an authority on peace officers and law enforcement, POST is statutorily required to provide management counseling services, to conduct peace officer feasibility studies, and to inspect for standards compliance.
- The rapidity of change impacts the retraining of officers at all levels, requiring constant review and quick updating of training content and standards.

- POST, in developing and delivering training to law enforcement, is in
 partnership with agencies, community colleges, universities, and other training
 presenters. Each group plays a critical role in maintaining POST's training
 delivery system.
- Because leadership is one of the cornerstones of effective and professional law enforcement, POST has assumed responsibility for developing and making available the finest leadership development programs for all levels of law enforcement.
- Law enforcement is growing increasingly complex and, correspondingly, the
 demands upon officers are ever increasing. As a result, employers are required
 to recruit and select candidates who possess the necessary aptitudes and
 qualities to learn and to perform the job successfully. The costs associated
 with sub-par employee productivity, turnover, and counter-productive behavior
 are substantial, both from a monetary and a public safety standpoint.
- POST operates in an environment of increasing demands and decreasing (or at best stabilized) resources that call for continual prioritization of resources and programs. The primary financial responsibility for training peace officers has been and continues to be local government.
- Use of modern instructional technology (distance learning, driver training simulators, and distant training) to deliver training is a POST priority because of its capability to improve learning and training access.
- POST's human resources have significantly contributed to its success. This
 resource must continue to be developed in order to address the changes
 brought about by this plan and the rapidly changing expectations of law
 enforcement.
- POST coordinates a large comprehensive training program with over 4,322 certified courses and over 786 course presenters. Conducting training needs assessments, certifying courses, ensuring quality, and maintaining the system are necessary responsibilities.
- POST's clients and partners have a need and desire for "raising the bar" as it relates to peace officer selection and training standards.

APPENDIX C

RESOURCE ASSUMPTIONS

For the most part, implementation of this Strategic Plan can be accomplished within existing POST resources. Supplemental funding may be sought for implementing the following objectives:

- **B.6** Secure resources to implement the Basic Course Workbook update process.
- **B.9** Establish specialized training facilities for ICI and other investigative training.
- **B.12** Implement a technology-based system for the delivery of digitally-produced and on-demand training videos to replace DVD's currently being mailed to agencies and training presenters.
- **B.13** Provide to POST's Regional Skills Training Centers, using special funding, updated driver training and force options simulators and program software.
- **B.14** Study the feasibility of using distance learning (Internet) and related other technologies.
- **C.3** Stabilize and increase POST's financial resources to match needs.
- **C.4** Seek authority to restore staff positions lost to budgetary reductions.

Additional research is necessary to identify costs for implementation and alternative funding sources.

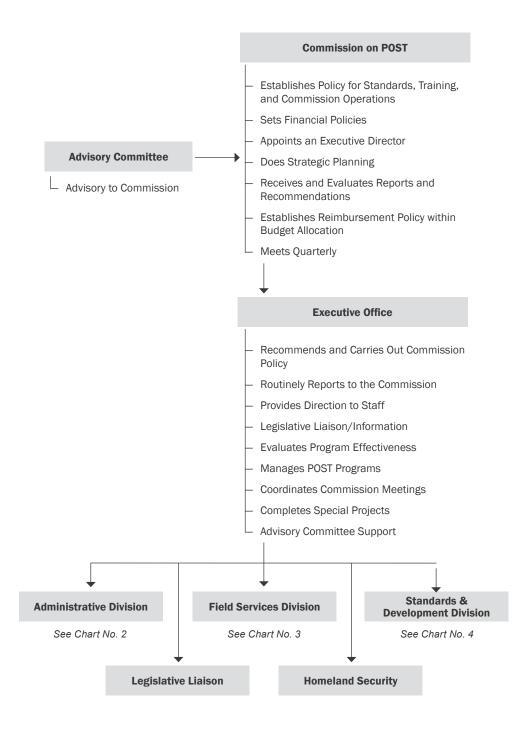
APPENDIX D

THE POST ORGANIZATION AND STRUCTURE

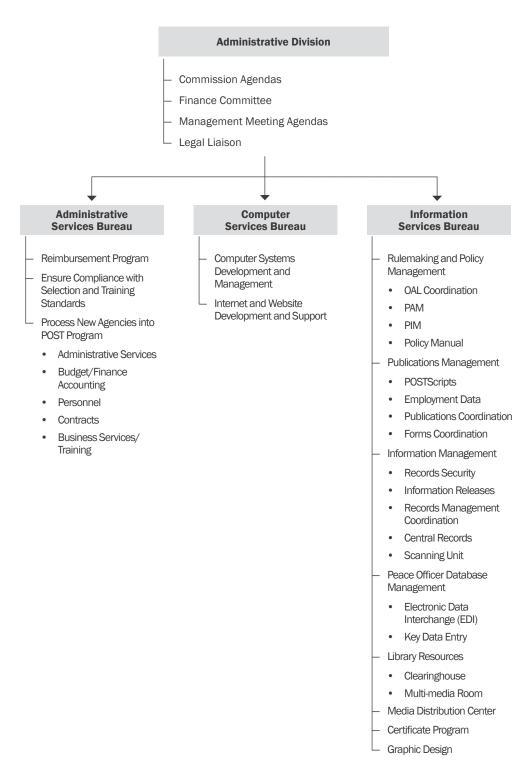
The POST organization functions under the direction of an Executive Director appointed by the Commission. Overall policy direction is provided by the Commission. POST's programs are conducted pursuant to the following organizational charts depicting its nine bureaus and numerous functions.

Please view charts 1-4 on the following pages.

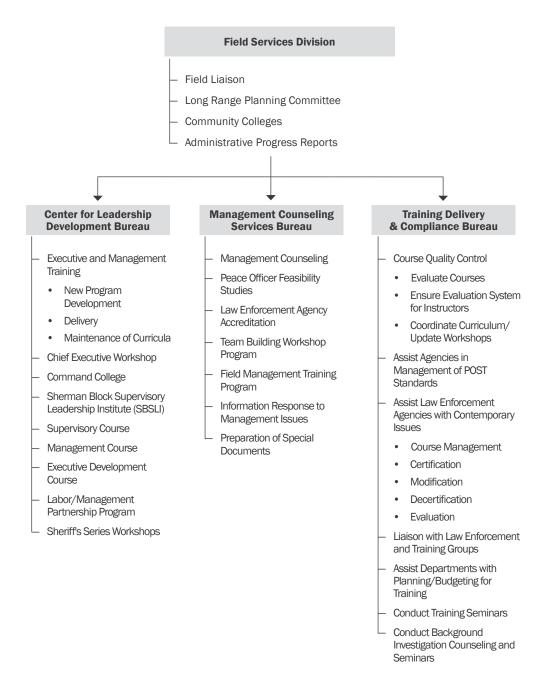
COMMUNICATION AND DECISION MAKING



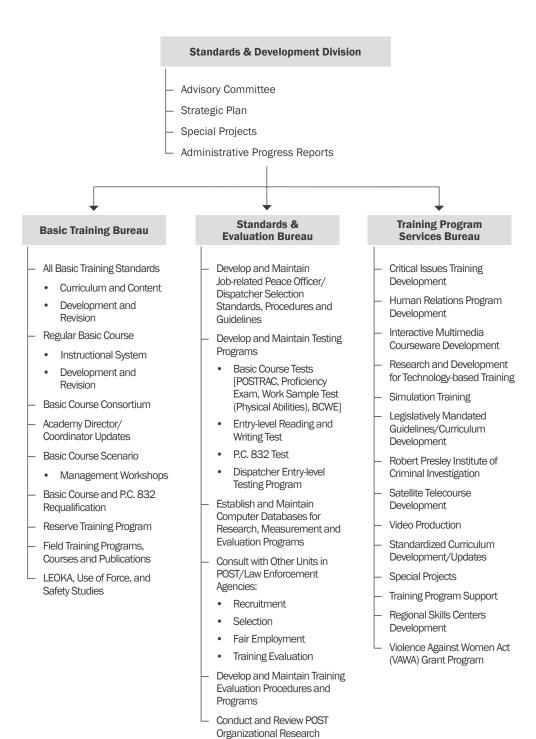
ADMINISTRATIVE FUNCTIONS



FIELD SERVICES



RESEARCH AND DEVELOPMENT



APPENDIX E

SOURCES FOR FURTHER INFORMATION

Information about the status of a particular objective can be obtained by contacting the POST bureau(s) assigned. Following each task listed in the "Goals and Objectives" section is a tag identifying the overseeing bureau(s):

TAG	BUREAU	CONTACT NUMBER
(EO)	Executive Office	916-227-2807
(ASB)	Administrative Services	916-227-3928
(BTB)	Basic Training	916-227-4261
(CLD)	Center for Leadership Development	916-227-4805
(CSB)	Computer Services	916-227-4850
(ISB)	Information Services	916-227-4510
(LTRC)	Learning Technology Resource Center	916-227-2807
(MCB)	Management Counseling	916-227-4805
(S&E)	Standards & Evaluation	916-227-4832
(TDC)	Training Delivery & Compliance	916-227-4874
(TPS)	Training Program Services	916-227-4892